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ABSTRACT

This summary report provides information about three of New Mexico's statewide assessments in 1997-1998. In spring 1998, the CTBS5/Terra Nova Survey Plus achievement test was administered to approximately 65,000 students in grades 4, 6, and 8 as part of the New Mexico Achievement Assessment Program. With three exceptions, the median national percentiles for students in New Mexico were slightly lower than the 50th national percentile. The New Mexico Writing Assessment Program is a direct, on-demand assessment in which all students in grades 4 and 6 participate. Although the examination is not mandated for grade 8, school districts have the option of using an eighth-grade version. Writing Assessment scores are reported for grades 4 and 6. The New Mexico High School Competency Examination is a graduation requirement that assesses competencies in writing, reading, language arts, mathematics, science, and social studies. Students take the test for the first time in grade 10. In 1998, this examination was administered to 20,157 10th graders. Results are presented for these students overall and by ethnicity and individual subtests. (Contains 13 tables and 11 figures.) (SLD)

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STATEWIDE ARTICULATED ASSESSMENT SYSTEM

1997 - 1998 Summary Report

Assessment and Evaluation Unit
New Mexico State Department of Education

TM030125

Michael J. Davis
State Superintendent of Public Instruction

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CTBS5/TerraNova Survey Plus:
Norm-Referenced Report

This report is a summary of the first-year test results for the Spring 1998 administration of the CTBS5/*TerraNova Survey Plus* achievement test to approximately 65,000 Grade 4, Grade 6, and Grade 8 students as part of the New Mexico Achievement Assessment Program (NMAAP).

The CTBS5/*TerraNova Survey Plus* is produced by CTB/McGraw-Hill, a division of The McGraw-Hill Companies, and was selected as the norm-referenced component of the NMAAP because it is closely aligned to the New Mexico standards and benchmarks adopted by the State Board of Education in winter 1997.

CTBS5/*TerraNova Survey Plus* contains only multiple-choice items to measure student performance in the major content areas of Reading, Language Arts, and Mathematics. When combined, student scores from these content areas provide a Total Score. Each of the major content areas also provides results in two separately scored subtests: Reading provides scores in Reading and Reading Vocabulary; Math provides scores in Problem Solving and Math Computation. Language provides scores in Language Arts and Language Mechanics. Test results are also provided for Science, Social Studies, and Spelling.

Test results in this report are shown in terms of median national percentiles. The national percentile is a measurement of a student's (or a group of students') results which can be compared to the results of other students who have taken the same test. To determine the median national percentile score, each student's performance is expressed as a national percentile, and then the students in the group are ranked from high to low. The median national percentile is the national percentile for the student in the middle (or median) of the group.

Used as a representation of test performance of a group of students the median national percentile shows how the middle student of the group compares to the middle student in the nationwide norming group that took *TerraNova Survey Plus*. For example, the median national percentile for Reading Composite for Grade 4 students in New Mexico is 49.7, or 0.3 point below the median national percentile of 50.0 for the *TerraNova Survey Plus* norm group.

With three exceptions, the median national percentiles for students in New Mexico were slightly lower than the 50th national percentile, which means that the students scored somewhat below the national average in these content areas as assessed by *TerraNova Survey Plus*. The exceptions were: Reading Composite in Grade 8, where students achieved a score of 50.2, or 0.2 point above the national average; and Social Studies in Grade 4, where students achieved a score of 51.5, or 1.5 points above the national average.

This summary report, which is a supplement to the standard reports issued by the publisher for the CTBS5/*TerraNova Survey Plus*, provides results not only for the total student population in Grades 4, 6, and 8, but also for subgroups by gender and by ethnicity for these three grades. Results for the total population are shown in Table 1 and Figure 1 on Pages 3-6 of this report; results by gender are shown in Table 2 and Figure 2 on Pages 7-9; and results by ethnicity are shown in Table 3 and Figure 3 on Pages 10-12.

Table 1

Median National Percentiles for Total Population

Spring 1998, Norm-referenced Reports

Grade 4

N =	Reading	Reading Vocabulary	Reading Composite
21,410	51.0	47.1	49.7
	Language	Language Mechanics	Language Composite
	50.5	49.6	49.9
	Math	Math Computation	Math Composite
	45.2	50.9	48.5
			TOTAL SCORE
			50.6
	Science	Soc St	Spelling
	47.2	51.5	47.5

Grade 6

N =	Reading	Reading Vocabulary	Reading Composite
21,948	46.6	42.6	43.6
	Language	Language Mechanics	Language Composite
	47.9	46.3	46.8
	Math	Math Computation	Math Composite
	43.6	44.1	44.1
			TOTAL SCORE
			44.6
	Science	Soc St	Spelling
	50.2	47.2	49.0

N = Number of students tested.
Norm Date=1996

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Table 1 (continued)

Median National Percentiles for Total Population

Spring 1998, Norm-referenced reports

Grade 8

N =	Reading	Reading Vocabulary	Reading Composite
21,696	49.1	48.2	50.2
	Language	Language Mechanics	Language Composite
	46.3	46.6	45.9
	Math	Math Computation	Math Composite
	43.1	47.2	43.9
			TOTAL SCORE
			47.8
	Science	Soc St	Spelling
	49.0	48.1	45.6

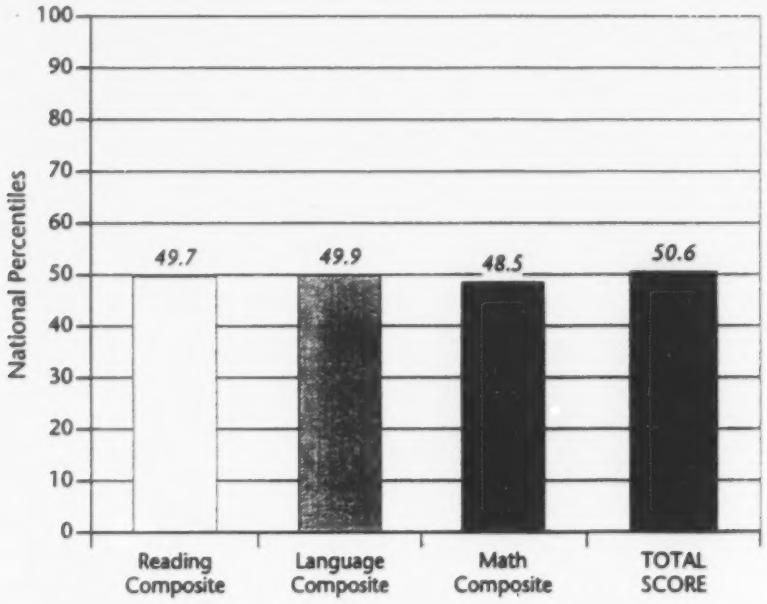
N = Number of students tested.

Figure 1

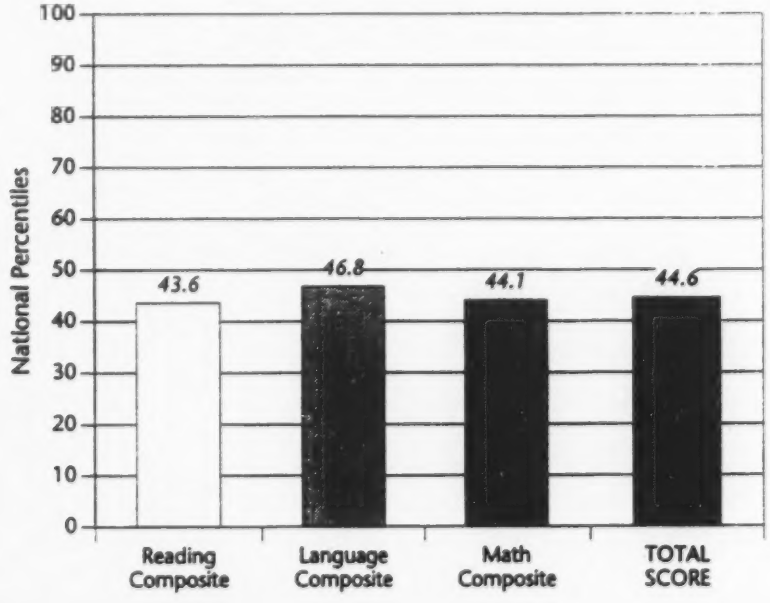
Median National Percentiles for Total Population

Spring 1998, Norm-referenced Reports

Grade 4



Grade 6



Median National Percentile Rank nationwide = 50.

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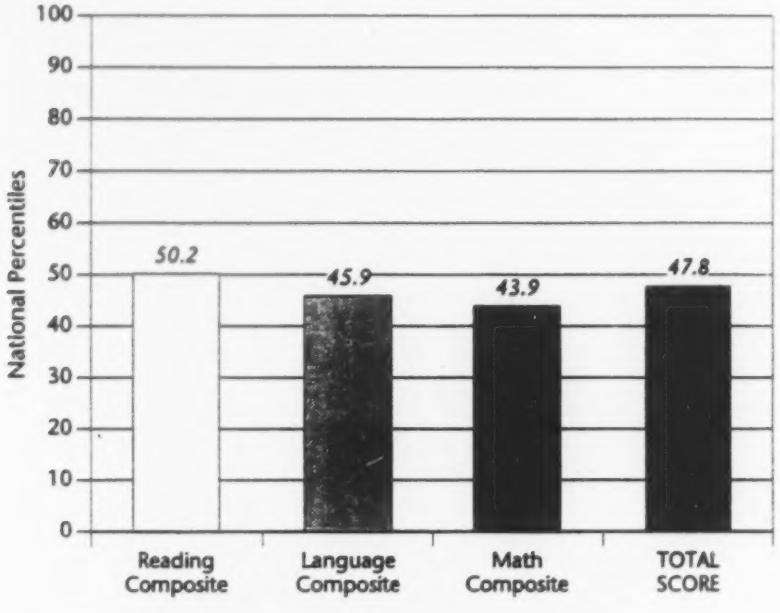
Figure 1 (continued)

Median National Percentiles for Total Population

Spring 1998, Norm-referenced Reports

Grade 8



Median National Percentile Rank nationwide = 50.
Norm Date=1996

Table 2

Median National Percentiles by Gender

Spring 1998, Norm-referenced Reports

Grade 4

	N =	Reading Composite	Language Composite	Math Composite	TOTAL SCORE
Girls	10,624	51.5	55.3	48.5	52.9
Boys	10,484	48.3	44.9	48.7	48.2

Grade 6

	N =	Reading Composite	Language Composite	Math Composite	TOTAL SCORE
Girls	11,023	45.5	53.2	45.9	48.1
Boys	10,692	41.7	39.7	42.5	42.3

Grade 8

	N =	Reading Composite	Language Composite	Math Composite	TOTAL SCORE
Girls	10,786	51.0	51.6	43.8	49.6
Boys	10,677	49.6	39.3	44.2	45.3

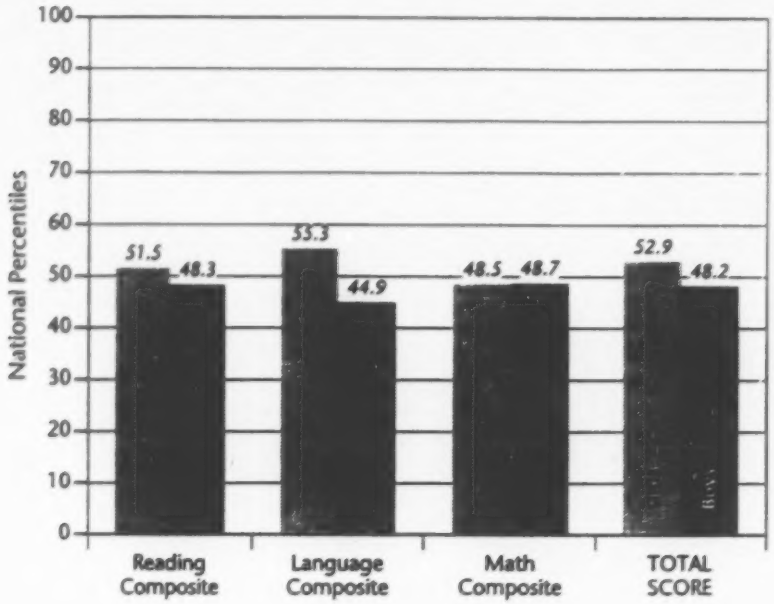
N = Number of students tested.

Figure 2

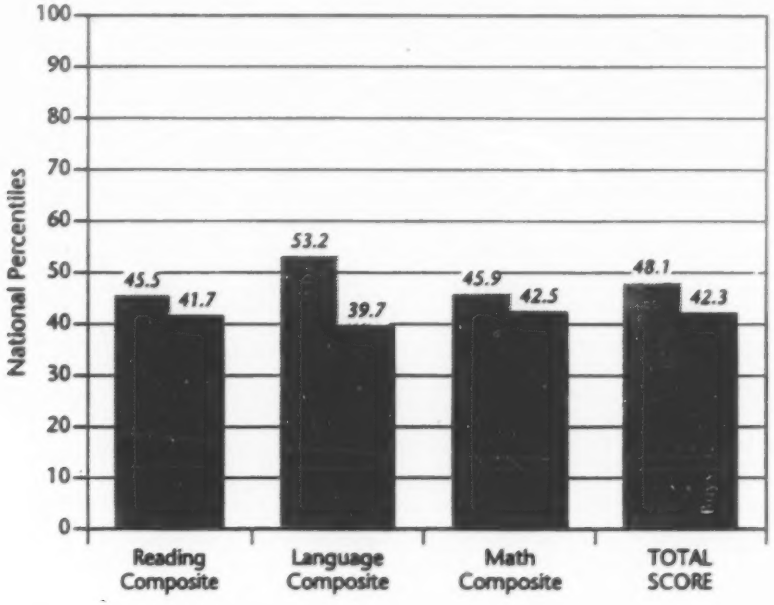
Median National Percentiles by Gender

Spring 1998, Norm-referenced Reports

Grade 4



Grade 6



Median National Percentile Rank nationwide = 50.
Norm Date=1996

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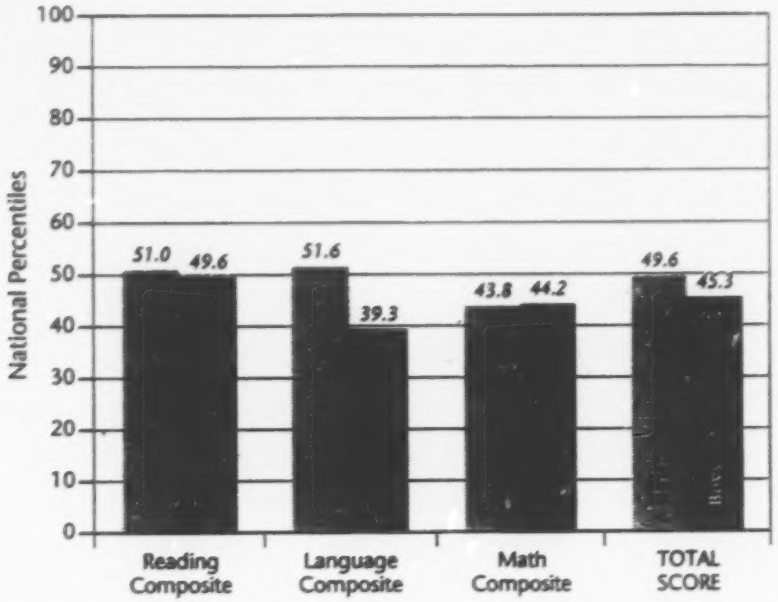
Figure 2 (continued)

Median National Percentiles by Gender

Spring 1998, -Norm-referenced Reports

Grade 8



Median National Percentile Rank nationwide = 50.

Table 3

Median National Percentiles by Ethnicity

Spring 1998, Norm-referenced Reports

Grade 4

	N =	Reading Composite	Language Composite	Math Composite	TOTAL SCORE
Anglo	7,550	68.2	67.9	65.3	68.3
Hispanic	9,057	42.1	43.3	42.5	43.8
Native American	2,229	28.1	29.9	30.1	29.3
African American	485	42.5	43.5	43.4	43.1

Grade 6

	N =	Reading Composite	Language Composite	Math Composite	TOTAL SCORE
Anglo	7,348	65.5	65.0	59.8	64.5
Hispanic	9,769	34.5	38.5	37.0	37.8
Native American	2,114	22.4	31.3	30.5	27.4
African American	443	41.0	42.4	36.2	41.3

Grade 8

	N =	Reading Composite	Language Composite	Math Composite	TOTAL SCORE
Anglo	7,404	69.2	63.6	63.4	67.0
Hispanic	9,603	39.7	37.2	32.9	36.9
Native American	2,131	28.5	32.6	28.5	30.6
African American	471	44.6	42.4	39.1	42.7

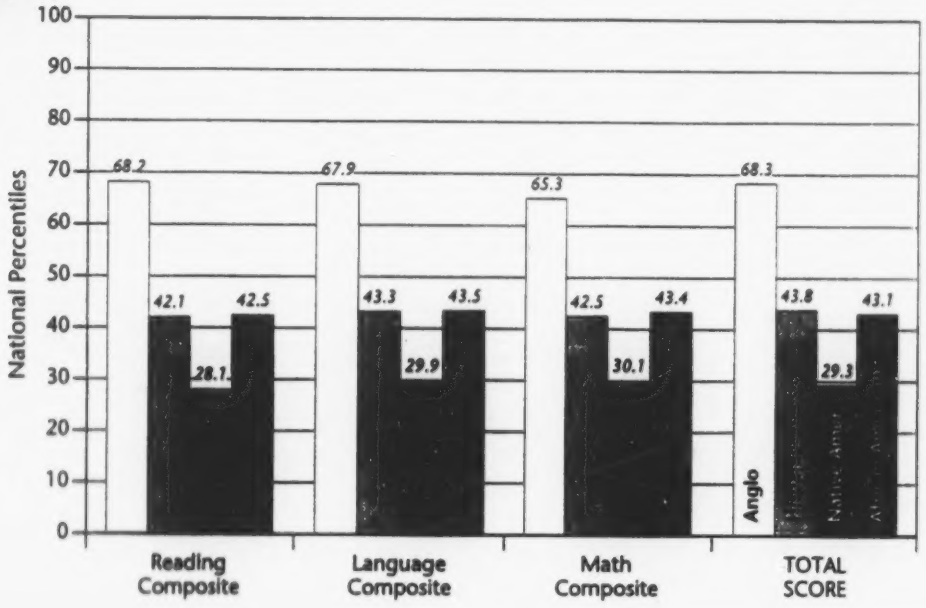
N = Number of students tested.

Figure 3

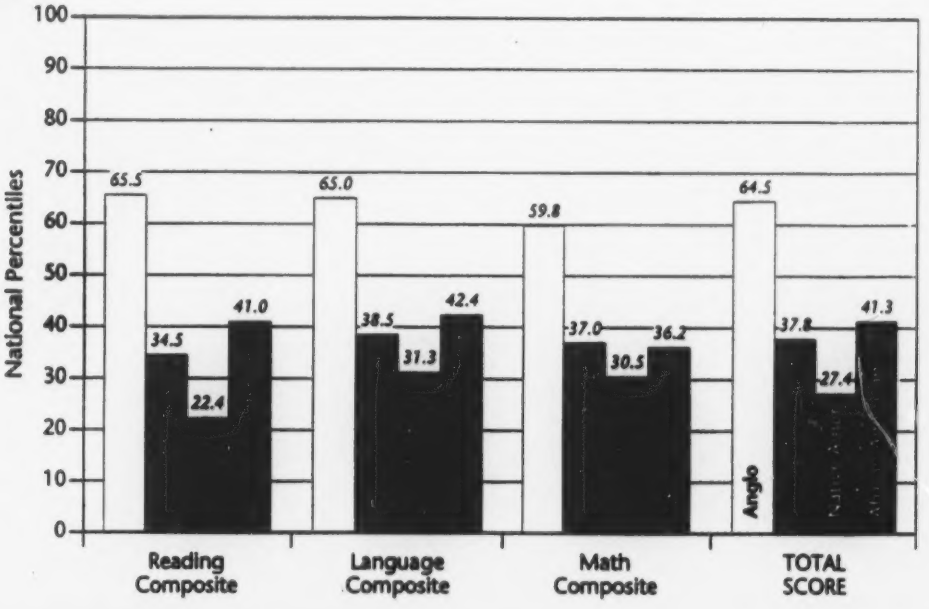
Median National Percentiles by Ethnicity

Spring 1998, Norm-referenced Reports

Grade 4



Grade 6



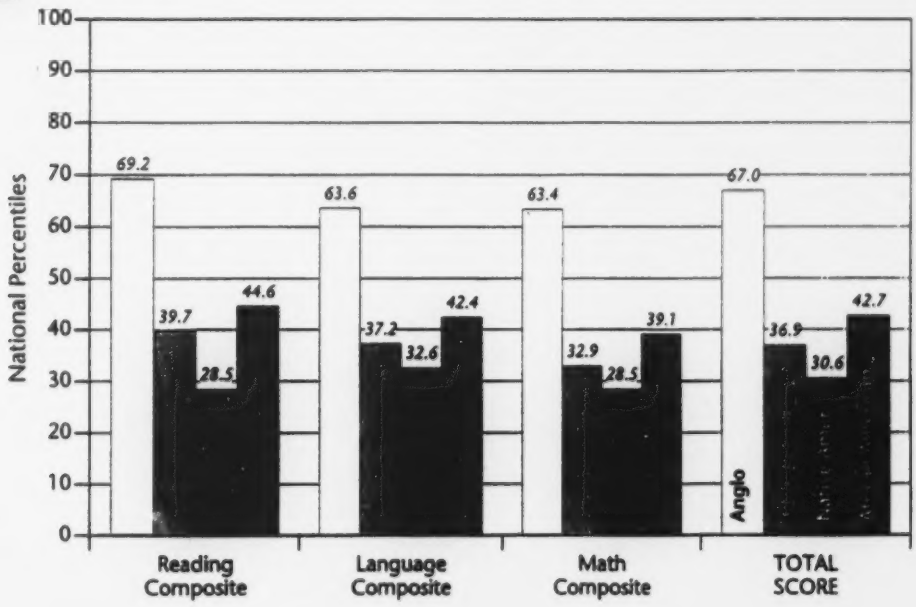
Median National Percentile Rank nationwide = 50.

Figure 3 (continued)

Median National Percentiles by Ethnicity

Spring 1998, Norm-referenced Reports

Grade 8



Median National Percentile Rank nationwide = 50.

New Mexico Writing Assessment Program
Grades 4 and 6

The New Mexico Writing Assessment Program (NMWAP) is a direct, on-demand assessment. All students in Grades 4 and 6 participate in the NMWAP. The NMWAP calls for the students to spend approximately one class period a day over a three-day period writing and revising their compositions. On the first day, the students receive the writing prompt for the appropriate grade level as well as a pre-writing checklist. They are instructed to spend several minutes working with pre-writing activities and then to write a rough draft of their composition. On the second day, students receive a guide for revisions and are instructed to use the guide to help them think about how to improve their writing. On the third day the students make last-minute changes and transcribe their compositions into the Final Composition Booklet. The completed booklets are returned to the District Testing Coordinator who forwards them to the company for scoring. The student's writing is then scored against a set of criteria with score points ranging from 1 through 6, 6 being the highest score possible.

Although not mandated for the eighth grade, districts have the option of using this assessment tool for their eighth grade students. This provides an additional checkpoint for students before they are required to pass the written composition of the High School Competency Examination, first administered at grade 10.

NEW MEXICO PORTFOLIO WRITING ASSESSMENT
1997-98 Statewide Summary for Grades 4 and 6

Holistic Score	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
Grade 4						
Number	792	4,490	10,305	5,166	624	90
Percent	3.7%	20.9%	48.0%	24.1%	2.9%	0.4%
Grade 6						
Number	915	8,584	9,949	2,342	249	20
Percent	4.1%	38.9%	45.1%	10.6%	1.1%	0.1%

NOTE: Percentages based on scorable papers only.
SDE: October 1998

New Mexico High School Competency Examination
Grade 10

New Mexico public schools have the responsibility of credentialing students in such a way that after attending public school, a diploma will indicate a student's success in attaining mastery of the New Mexico essential competencies required for graduation as defined by Content Standards and Benchmarks.

Beginning with the ninth grade class of 1986-87, New Mexico public high school students have been required to pass the New Mexico High School Competency Examination (NMHSCE) to receive a New Mexico high school diploma. The 1989-90 school year was the first year that graduating seniors were required to pass the examination. Seniors who do not pass the examination but fulfill the other course and credit requirements are given the option of exiting with a certificate of completion or returning within the next five years to retake the exam, pass it, and receive a diploma. A student may receive an exemption, waiver, or modification to the exam based on bilingual education or special education program guidelines.

The NMHSCE assesses competencies in the content areas of writing, reading, language arts, mathematics, science, and social studies. Students take the test for the first time in the tenth grade and must pass all six subtests in order to receive a high school diploma. Sophomores who fail any part of the NMHSCE have another chance in their junior year and two chances in their senior year to successfully complete the exam before graduation deadlines.

Test domain specifications which describe the specific knowledge and skills that are assessed by the examination were originally developed with the assistance and review of a statewide assessment task force and their colleagues and put into place with the first administration of the NMHSCE during the 1987-88 school year. As the exam has evolved over the past eleven years, new test items have been added, old ones replaced, and performance based test items (open-ended and constructed response type items) have been added. These changes led to a revised exam, with new domain specifications, which was first administered during the 1995-96 school year. Individuals from the State Department of Education, local New Mexico school districts, institutions of higher education as well as publisher's representatives were all involved in the development and review of a pool of new test items as well as new domain specifications for the 1995-96 NMHSCE.

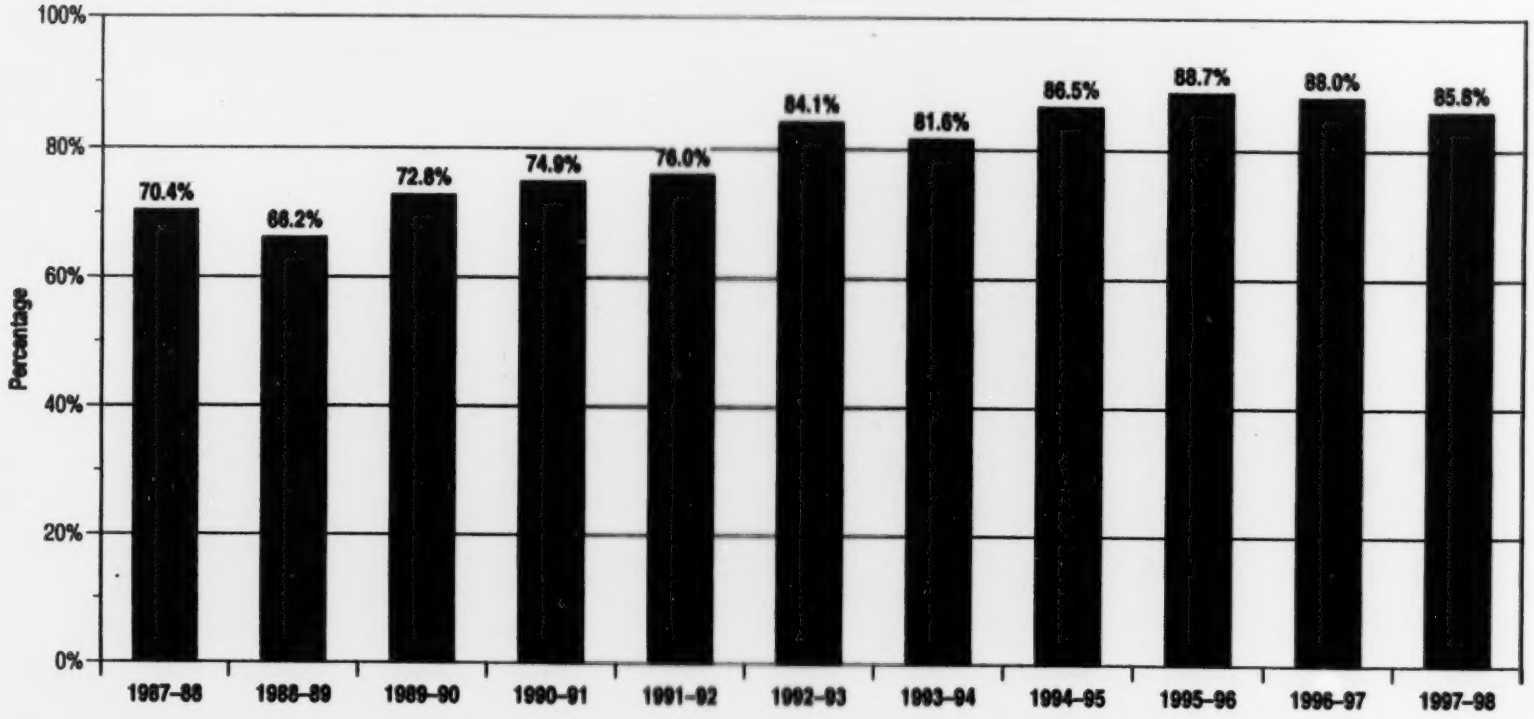
In 1996 a standard-setting workshop using the bookmark procedure was conducted to set the passing of cut scores. This standard-setting workshop involved content specialists for the NMSDE and teachers from local New Mexico schools utilizing the New Mexico Content Standards and Benchmarks.

In February 1998, the NMHSCE was administered to 20,157 tenth grade students in regular education. It was also administered in part or in totality to those juniors and seniors (and students who had already completed all coursework but had not passed the NMHSCE) who had not previously taken or passed one or more subtests of the exam in past administrations. Please note the results for 1997-98 as well as previous years in the following graphs.

Percentage of 10th Grade Students Passing All Six Subtests Attempted

Statewide Summary, 1987–88 to 1997–98

New Mexico High School Competency Exam

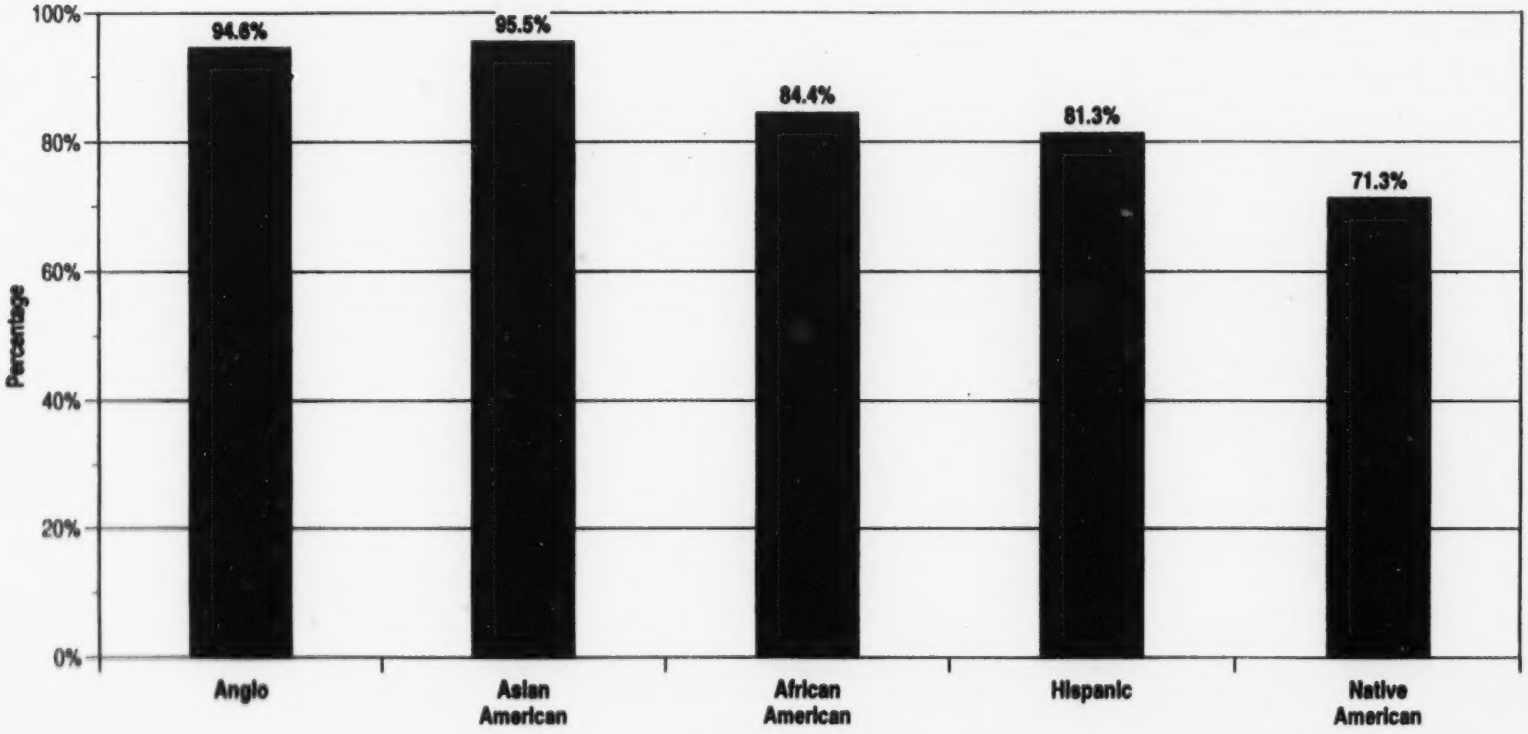


Excludes Special Education

Grade 10 Ethnicity, 1997–98

(Percentage Passing All Subtests on First Attempt)

New Mexico High School Competency Exam

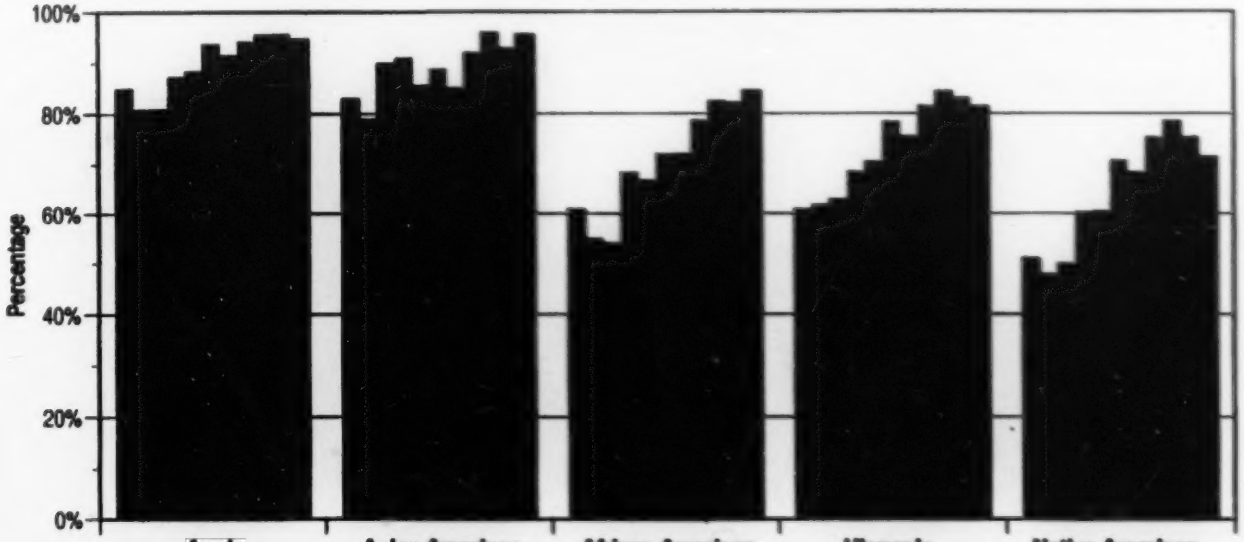


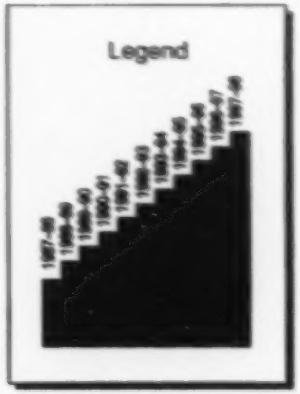
Excludes Special Education

Percentage of 10th Grade Students Passing All Subtests on First Attempt

1987–88 to 1997–98

New Mexico High School Competency Exam





	Anglo	Asian American	African American	Hispanic	Native American
1987–88	85.0%	83.0%	61.0%	61.0%	51.0%
1988–89	81.0%	79.0%	55.0%	62.0%	48.0%
1989–90	81.0%	90.0%	54.0%	63.0%	50.0%
1990–91	87.6%	91.2%	68.6%	68.7%	60.5%
1991–92	88.5%	85.7%	66.9%	70.5%	60.6%
1992–93	93.9%	88.8%	72.1%	78.5%	70.9%
1993–94	91.5%	85.0%	72.0%	75.5%	68.4%
1994–95	94.3%	92.2%	78.8%	81.7%	75.6%
1995–96	95.6%	96.0%	82.5%	84.4%	78.5%
1996–97	95.8%	93.2%	82.4%	83.3%	75.6%
1997–98	94.6%	95.5%	84.4%	81.3%	71.3%

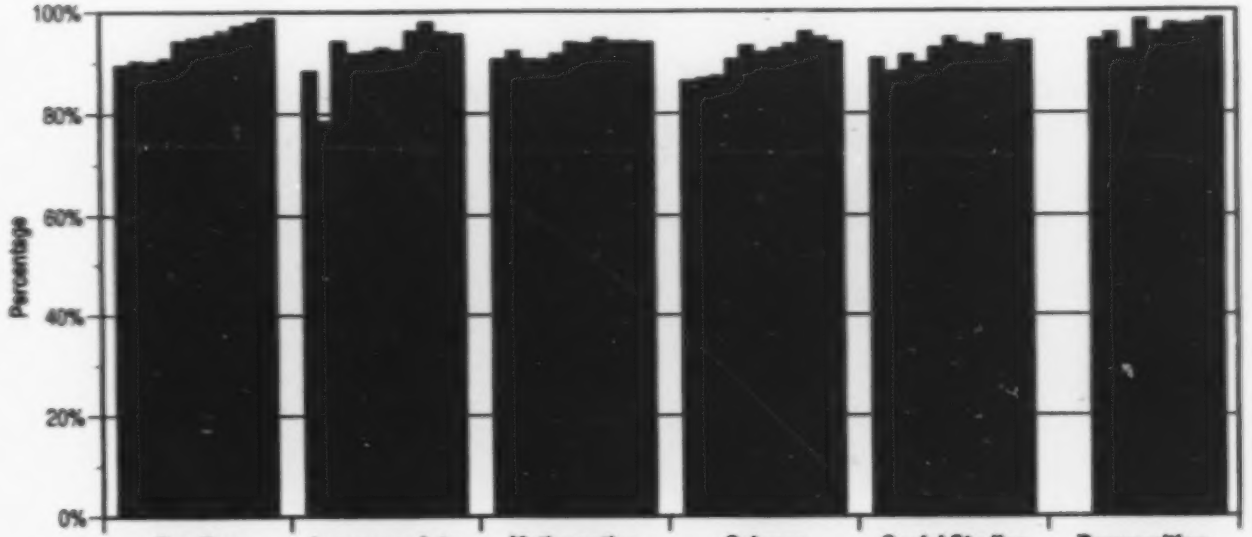
Percentage of all students by ethnic group who attempted and passed all six (6) subtests

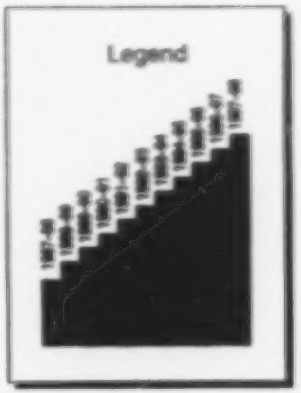
Excludes Special Education

Performance on Individual Subtests: 10th Grade

(Percentage Passing by Subtest)

New Mexico High School Competency Exam





	Reading	Language Arts	Mathematics	Science	Social Studies	Composition
1987-88	89.6%	88.4%	90.6%	86.4%	90.7%	N/A
1988-89	90.5%	78.7%	92.3%	87.0%	88.3%	N/A
1989-90	90.2%	94.2%	90.6%	87.4%	91.4%	94.4%
1990-91	91.1%	91.9%	90.6%	90.7%	90.1%	95.7%
1991-92	94.3%	92.2%	91.7%	93.2%	92.8%	92.3%
1992-93	95.0%	92.9%	94.0%	92.1%	94.9%	98.4%
1993-94	95.3%	92.3%	93.6%	92.5%	93.5%	95.7%
1994-95	96.4%	96.2%	94.9%	93.7%	93.2%	97.6%
1995-96	97.2%	97.9%	94.1%	95.9%	95.2%	97.2%
1996-97	98.1%	96.0%	94.3%	95.5%	94.1%	97.8%
1997-98	98.6%	95.3%	93.7%	93.7%	93.9%	98.2%

Composition first given in 1990

Excludes Special Education